Tyler Brown

Ch. 8 UbD/DI and Ch. 8,11,12 MI

UbD chapter 8 makes a crucial point about the current yet traditional form of grading in comparison to the emerging understanding that grades cannot accurately depict a student’s aptitude, progress, or potential in the form of a single number. Grades should be a reflection of an individual student’s ability and progress towards mastery of content instead of a snapshot of a summative assessment. While it would override decades of educational reforms and progress, I would even go as far as to say there needs to be a system that rids numbers from the grading equation entirely. Numbers can be too easily misinterpreted because of the lack of detail they provide. I understand that immediate implementation of such a system would cause a flurry of frustrations by current educators as well as students who have been socialized to understand that a number is the deciding factor in whether or not they will grow up to be successful or not. That is why, as is true with all reforms educational or not, it is most effective to start this process of phasing out numerical grades gradually. Perhaps a backwards design would be effective in accomplishing that goal over a set period of time ;)

In the MI book, the chapters discuss how MI theory can be applied to classroom management, special education, and development of cognitive skills, respectively. The encompassing idea here is that multiple intelligence theory can be applied to all aspects of education. Chapter 12, however, finally goes into detail about how the cognitive processes of MI theory work. As a double major in psych, I have been waiting for this chapter all semester. It dives into “memory” and how MI theory applies to cognition and memory in such a way that will help teachers dodge the age old problem of repetition sucking up class time. Spelling is a great example of this. Spelling in the traditional educational approach relies heavily on memorization and use of the linguistic intelligence. If one were to apply MI theory to the practice of spelling, however, you would see other students who typically struggled begin to understand and compete at the same level as linguistic-types in school spelling-bees. Problem solving is another educational concept that many students have struggled with because of the absence of all other MI’s (excluding the logical/mathematical). If cognitive skills were taught by implementing MI theory, there would be an immediate removal of such educational stigmas such as “I am simply bad at math” or “I am simply not good at spelling”.